



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3839 West Camelback Road, Phoenix, AZ 85019

Phoenix Union High School District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status ^(b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Martin J Hoeffel
Schedule : 07:00 AM to 04:00 PM
Grades : 9-12
Web Address : puhsd.k12.az.us
Phone Number : (602) 764-6022
Fax Number : (602) 271-3497
E-mail : mhoeffel@phxhs.k12.az.us

Mission

To provide a quality education to ALL students.

School / Academic Goals

- ü Improve student achievement as evidenced by AIMS assessments through the alignment of all curriculum and instruction to State and National Standards.
- ü Increase the school graduation rate.
- ü Implement 9th grade program(s) that support the transition from the elementary and junior high school to high school.
- ü Increase parent involvement and communication to monitor the progress, attendance and success of students.

Enrollment

October 1, 2005 School Year Student Enrollment : 2840
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 331

Instructional Programs

- ü Special Education Program
- ü Magnet Program (Medical Arts)
- ü JROTC, Performing Arts, Information Tech
- ü Gifted Program
- ü Honors and Advanced Placement Classes
- ü English Language Learners Classes
- ü Extensive Library and Technology Resourc
- ü Concurrent Enrollment Courses

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The faculty, staff and administrators work to assure parents that this school provides a safe and stimulating learning environment for all students. High academic standards are promoted and parents are informed of student progress on a routine basis.

Parents

Parents and students sign contracts regarding appropriate student behavior at school to ensure parental support and student efforts focusing on attendance, participation, academic success and a safe, secure environment.

Transportation Policy

Students who reside at least one and one-half miles from campus and who qualify are provided free transportation on Phoenix City Transit. Handicapped students are provided transportation without other qualifying criteria.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Polly Rosenbaum State Writing Contest	2005
ü JROTC Regional Champion Rifle Team	2005
ü Alhambra Student Government named 'Best Overall'	2004
ü Student Art selected for National display	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	727	5965	71130	99	100	95	683	683	701	34	36	23	18	17	13	45	43	51	3	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	401	3050	35465	99	100	96	686	684	702	28	32	21	20	19	13	48	45	53	4	4	13
Male	326	2915	35648	98	100	94	679	681	701	41	40	24	15	16	12	41	40	50	2	5	14
African American	60	576	3868	100	100	95	675	676	686	40	42	33	27	18	17	28	37	45	5	4	6
Hispanic	551	4559	25103	99	100	95	682	680	685	34	37	34	18	18	16	45	42	45	3	3	5
Asian/Pacific Islander	22	82	1805	100	100	98	702	713	731	18	16	9	14	9	7	59	55	50	9	21	34
American Indian/Alaskan Native	19	214	4241	83	100	90	690	686	679	26	32	39	5	15	19	68	49	39	NA	4	3
White	75	534	36075	100	100	95	687	704	715	35	21	12	13	13	9	47	51	58	5	15	21
Students with Disabilities	90	683	5862	98	100	71	655	648	658	63	72	63	20	13	15	17	13	20	NA	2	2
Students without Disabilities	637	5282	65268	99	100	98	686	686	705	30	31	19	18	18	12	49	46	54	4	5	15
Limited English Proficient Students	150	1115	4859	98	100	93	661	661	662	61	66	64	21	16	15	18	17	20	NA	0	1
Migrant Students	NC	14	786	NC	100	95	NC	695	681	NC	21	38	NC	36	18	NC	36	41	NC	7	4
Economically Disadvantaged	559	4233	22957	99	99	93	682	681	685	35	37	34	18	18	17	45	42	44	3	3	5
Non-Economically Disadvantaged	168	1732	48173	98	100	96	683	688	709	33	34	17	19	16	11	45	43	55	4	8	18

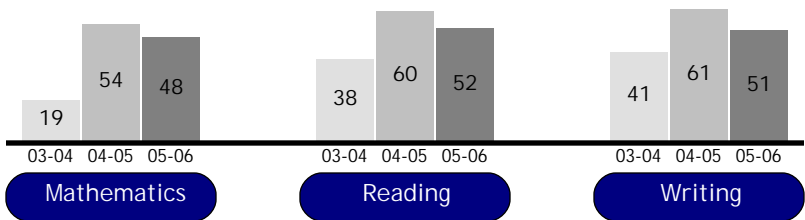
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	748	6161	73018	99	100	97	679	680	703	8	10	6	40	36	23	50	51	64	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	410	3143	36181	99	100	97	683	684	708	7	8	4	37	34	21	53	55	65	3	3	9
Male	338	3015	36816	100	100	96	674	676	699	10	13	7	43	39	24	46	47	62	1	2	7
African American	63	601	3976	100	100	96	677	680	689	8	10	8	40	34	29	51	53	59	2	3	3
Hispanic	565	4709	25801	99	100	96	677	676	683	9	11	10	42	39	34	47	49	53	2	1	3
Asian/Pacific Islander	22	84	1812	100	100	98	692	708	722	5	2	3	32	25	15	59	63	66	5	10	16
American Indian/Alaskan Native	21	219	4389	91	100	93	683	686	675	NA	7	9	38	33	42	62	59	47	NA	1	1
White	77	548	37024	100	100	97	691	711	721	9	4	2	23	21	12	64	61	73	4	13	13
Students with Disabilities	96	721	7170	100	100	85	647	639	654	19	31	23	56	50	47	25	17	29	NA	2	1
Students without Disabilities	652	5440	65848	99	100	98	683	684	708	7	8	4	37	34	20	54	55	67	2	3	9
Limited English Proficient Students	155	1166	5099	99	100	95	639	639	641	28	30	29	65	61	59	6	9	12	NA	0	0
Migrant Students	NC	14	817	NC	100	96	NC	671	667	NC	14	15	NC	43	44	NC	43	39	NC	NA	1
Economically Disadvantaged	581	4384	23912	99	100	94	677	676	681	9	11	10	41	39	36	48	49	52	2	2	2
Non-Economically Disadvantaged	167	1777	49106	100	100	98	687	690	714	6	8	4	35	30	16	55	56	69	4	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	749	6157	72810	100	100	96	668	667	685	8	9	6	41	42	30	50	46	58	1	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	410	3142	36111	99	100	97	678	676	695	5	6	4	33	36	23	60	55	65	2	3	8
Male	339	3013	36678	100	100	95	657	657	674	12	13	9	50	49	36	37	38	52	1	1	3
African American	63	602	3962	100	100	96	659	667	675	13	10	8	38	37	33	48	50	55	2	2	3
Hispanic	567	4705	25735	100	100	96	668	664	669	8	10	10	42	45	41	49	44	48	1	1	2
Asian/Pacific Islander	22	84	1809	100	100	97	686	693	704	5	5	4	45	30	19	50	61	65	NA	5	13
American Indian/Alaskan Native	21	220	4370	91	100	92	677	679	670	5	7	9	33	34	39	62	55	50	NA	4	2
White	76	546	36915	99	100	97	673	687	697	7	5	3	34	32	21	55	57	67	4	6	8
Students with Disabilities	95	717	7071	99	100	84	639	626	634	14	26	24	60	55	53	26	16	21	NA	3	1
Students without Disabilities	654	5440	65739	100	100	98	672	672	689	7	7	4	38	40	27	54	50	62	1	2	6
Limited English Proficient Students	155	1164	5046	99	100	94	623	622	621	28	29	31	58	61	56	14	10	12	NA	0	0
Migrant Students	NC	14	812	NC	100	96	NC	655	654	NC	14	15	NC	36	51	NC	50	34	NC	NA	0
Economically Disadvantaged	582	4383	23814	99	100	94	667	664	667	8	10	10	42	44	41	49	44	47	1	1	2
Non-Economically Disadvantaged	167	1774	48996	100	100	97	674	675	693	7	8	4	38	37	24	53	51	64	3	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	91	30	NA	42	94	40	40	51	93	37	37	52
	Language	95	31	26	42	94	41	40	50	93	37	37	50
	Mathematics	88	49	44	63	94	39	38	50	93	35	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 16 Teacher(s)
- 5 Parent(s)
- 3 Community Member(s)
- 5 Student(s)

Council Duties

- ü School Improvement
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	144.00
Other Professional Staff	17.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	0	0	0
4 to 6 years	17	8	1	0
7 to 9 years	21	18	0	0
10 or more years	12	47	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	534
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs with Internet Access
- ü Extensive Library/Research Facilities
- ü Performing Arts Center
- ü Digital Photo Lab

Extracurricular Activities

- ü Interscholastic Sports
- ü Student Government
- ü Performing Arts - Band/Choir/Drama/Dance
- ü Student Clubs and Organizations
- ü Vocational Education DECA, COE, FBLA
- ü Chess Team
- ü JROTC
- ü Academic Decathlon

Social Services

- ü Individual Counseling Services
- ü Substance Abuse Intervention Program
- ü Parent Literacy and Technology Classes
- ü Student Study Team
- ü Social Work Services on site
- ü Group Counseling
- ü Attendance Monitoring
- ü Speech/Vision and Hearing Services SPED

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Fourteen academic courses are currently offered with concurrent enrollment at Phoenix College in addition to Advance Placement and ACE Plus opportunities for students.
- ü The number of students enrolled in advanced placement math and science courses has increased for three consecutive years.
- ü Eighty students shared over one million dollars in scholarships and awards in the 2004-05 school year.
- ü State award winners in Polly Rosenbaum Writing competition at the High School level.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	86	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Full-time School Resource Officer (City of Phoenix Police Officer). After school programs are offered to students including sports, club activities, a full fitness center and library-computer lab. Security staff on site 6:30 a.m. until 7:30 p.m.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

14

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mynda Armstrong	(602) 764-6002
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	Martin J. Hoeffel	(602) 764-6002
School Nutrition Programs	Lorrie Drobny	(602) 764-1410
Parent Organization	Mynda Armstrong	(602) 764-6002
Student Health/Nurse	Susan Frost	(602) 764-6064

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 250 Copies = \$73.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.